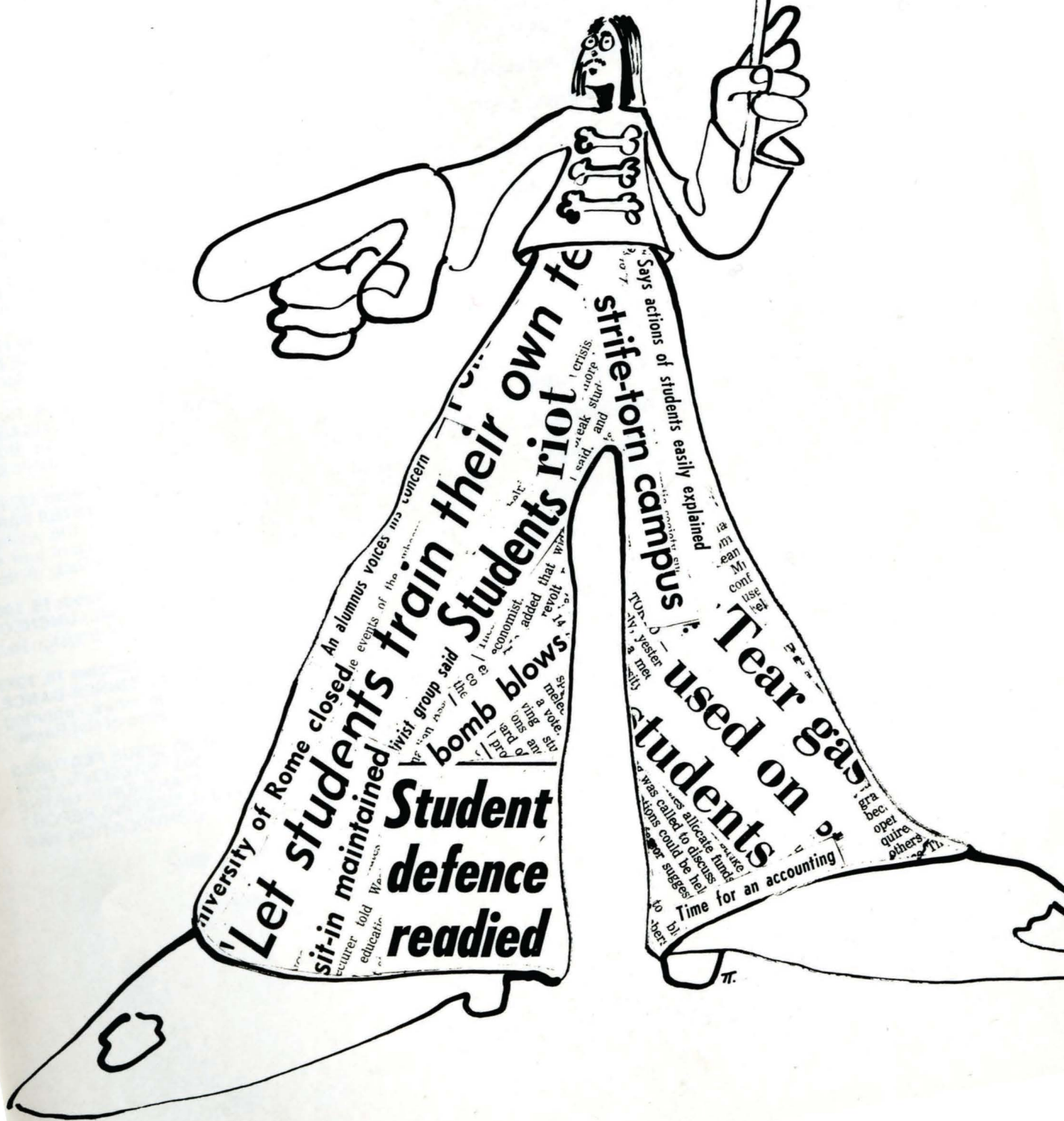


Loyola alumnus

montreal spring 1969

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STUDENT
POWER



COMING ALUMNI EVENTS

May 8, 1969

THE LOYOLA MEDAL

will be presented to Arthur F. Mayne
at a dinner in the Ritz-Carlton
Hotel.

May 13, 1969

SPECIAL FUND TICKETS

will be available at the Alumni office.

May 21, 1969

ANNUAL MEETING

will be held at Desjardins Restau-
rant. Cocktails and a buffet dinner
will be served commencing at 5:30
P.M.. Business meeting at 8:00 P.M..
Bar will re-open after meeting.

June 17, 1969

ANNUAL RACE NIGHT

at Blue Bonnets Raceway.

September 15, 1969

ANNUAL GOLF TOURNAMENT

at Royal Montreal on Ile Bizard.
Make your reservations soon.

October 17, 1969

ANNUAL OYSTER PARTY

in the Gymnasium of the Athletic
Complex, Alumnae, alumni and es-
corts cordially invited.

October 18, 1969

ANNUAL HALL OF FAME LUNCHEON

in Hingston Hall.

October 18, 1969

ANNUAL FORMAL DINNER-DANCE

at the Hotel Bonaventure. Featuring
the Orchestra of Nat Raider.

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LOYOLA MEDAL PRESENTATION
TO ARTHUR F. MAYNE
ANNUAL MEETING REPORT
CONVOCATION 1969

Loyola alumnus

Member of the American Alumni Council.

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During August of last year, prior to the beginning of the 1968-69 academic year, the president of Loyola attended the Congress of Commonwealth Universities in Sydney, Australia. Because this meant a trip half way round the world, Father Malone took global advantage of the opportunity to visit other places and people associated in one way or another with Loyola. The following is the edited transcript of a tape-recording interview done during the fall.

University Unrest... A Global View

Q. Would you begin by blocking out briefly your itinerary?

A. The Congress of Commonwealth Universities is held every five years. Ten years ago it was in Canada and in 1968 it was in Australia, with meetings chiefly at the two universities in Sydney. I flew east to Ireland and visited with relatives for a week. I saw Father Tait (the former Registrar now on leave of absence) in London. He is doing his doctorate in Strasbourg but was in England on research at the British Museum. On to Rome and I saw Father General (Father Pedro Arrupe) and discussed with him the Loyola statutes, a copy of which had been sent to him. From Rome I flew to Manila where I spent a day; then on to Sydney. While in Australia I also visited Melbourne and Canberra. After the Congress, I went to Darjeeling where there are a good many Loyola people whom I visited with for seven days. I spent a day and a half in Calcutta. From there I went to Hong Kong where I received the printed information about Loyola for distribution among parents and alumni. I also spoke with students at the two Jesuit Colleges there. From Hong Kong I flew to Tokyo for a day and a half where I visited Sophia, the Jesuit university. Then to Vancouver and back to Montreal.

Q. Could you elaborate on the meetings of the Commonwealth Universities in Australia?

A. They followed the typical British manner and were interlaced with a number of ceremonial and social events. They didn't press too hard on the Congress topic itself -- "Technology and Research" -- but rather ranged freely in and out of it. Many people aren't used to this... I felt, for example, that people from developing countries, and our own French-Canadians, were looking for decisions and precise action. Of course, with six to eight hundred delegates present from across the world, this was hardly the place to

formulate programs.

The British always seem to dress their idea of the university in the 19th Century garb, or the German style of the university being there to provide a man with the equipment to become a better man. Somehow the student is to extract a liberal education, not particularly useful as a means of earning a living, and if the university does happen to provide something useful, then somehow it has achieved a result that was not sought or desired.

And yet, everyone at the conference accepted that university education is necessary in the development of the national economy. For the developing countries in particular, it is essential that all their institutions provide education in this way; therefore, education becomes for them the means to an end -- the end being political stability which itself depends on agricultural and industrial technology. For this reason developing countries are extremely anxious that, since the government is spending money on the universities, the graduate make a contribution to the development of the nation. This produced some interesting exploration of the myth of university education being intended only to make one a better person. Certainly, most emphasis was placed on the need to make the graduate a better contributor to society. This was the main reason for the inclusion of "Technology" as a Congress topic.

In some countries technical training poses a practical problem that may not exist in others. Many people feel that technological training should not be the work of the university; that there should be technical institutes. In Britain, however, these technical institutes have just become universities. When two systems exist side by side -- university and technical institute -- the university is the place of higher prestige. This means that there is resistance to attending technical institutes and students want to go to university for their technological training and development. It means the university has got to stop having feelings of guilt that it is moulding a useful talent as well as a gracious talent in its graduates; and each country has got to vary the level of utilitarianism in its universities on the basis of the level of development attained.

And then there is another problem involved: Who is responsible for the technological research -- the university or the technical institute?

Q. How much did a group of six-hundred-plus delegates really have in common? Could they discuss problems of real and mutual interest?

A. Discussion of the main topic was quite general. People really just talked about what was on their mind. It didn't matter what the announced topic was; everyone who wanted to talk, and everyone who wanted to comment on the talks all ended up talking about the same thing — student unrest. Somehow they related this to research and technology.

However, I would say there was a good deal of common ground on the subject of technology... that technology is here to stay and universities had better start coming to terms with it... that's it isn't enough to report what is being done in pure science research or in dead languages or in the arts. Technology is an area of knowledge in which the university mustn't be ashamed about taking a role.

Q. You mentioned student unrest. What was the feeling there?

A. I would say that it seems to have become the mark of a great university to have some student unrest. This was the feeling people expressed, and the Australians, our genial hosts, appeared somewhat embarrassed not to be able to report student unrest. Australians, both administrators and students, were upset about this; they have little real unrest, and what does exist isn't nearly so unrelenting as it is in India or Columbia or France or, for that matter, in Britain.

Q. Is the basis of student unrest different in each country?

A. In Australia there are not the frustrations of some other countries. It is both a developing and a prosperous country. There is some agitation against the war in Vietnam, but they also feel that the Communist forces are a real threat to them. Because of this probably, they are not so idealistic. The levels of student unrest received some attention. There was discussion of the agitation that wants to reform the university and also of the kind that expresses a deeper political activism aimed at destroying the whole of established society beginning with the university as the nearest and perhaps most vulnerable institution.

Q. Did you detect a tendency to hang on to the traditional role of the university among Commonwealth nations? In other words, do they still feel that the university as we have known it is the ultimate?

A. No. One of the English Vice-chancellors remarked that the Africans had slavishly imitated us. One of the Africans denied this. He maintains that in order for his people to be recognized they were forced to attend London or Cambridge and to accept a curriculum that was suitable for Britain — the curriculum that aimed at enlargement of the mind, which while it had a certain

utility in Britain, had little value in Africa. African institutions have since developed their own curriculum and standards, for example, African history instead of a British view of African history. I thought his point very well taken. African institutions are proceeding on their own. In effect, they are saying that you cannot erect an ideal university apart from the cultural and economic context in which it must exist and which it must serve. The Australians also seem to be developing along this line; their universities reflect the kind of people they are and the kind of learning and technology they need. And they are being given a good deal of money to conduct research that is meaningful to them.

Q. Are there parallels between what's happening in Quebec and in Africa? Is this a fair question?

A. Basically, every nation is a developing nation. Some areas are more markedly so than others, but it is very clear to me that there is a widespread desire for national identity. This is where a parallel exists, and also in the desire to achieve a better standard of living... and in the desire to control one's own economy.

Q. Were many Canadians present?

A. We were well represented and took an important part in discussion. Probably three-quarters of the universities of Canada — French and English — were represented. Of the 800 delegates I don't suppose there were twenty women.

Q. Were there any recommendations or solutions?

A. No. It was really just a forum. Papers were given and questions followed. One paper was given on the importance of the Ph.D. The speaker lit into the Arts Ph.D. thesis in particular as being unreadable. The Arts people objected but they didn't really analyze what he was saying: that we force people to engage in research for a Ph.D. when not 10% will ever do research again. He said we need a different way to train people. It is a good general point and it brings us again to student unrest. We have a man trained to know more and more about less and less without ever getting training in teaching. And yet the university engages him to teach undergraduates. The university in turn expects him to receive promotion by doing more research and getting published to the point where the students tend merely to become a nuisance to him.

Q. What is the value of such a conference?

A. Meeting colleagues from all over the world. We all make assumptions about education in other countries. When you are confronted with educators from these countries you get these assumptions adjusted and corrected.

Q. Do any of your personal contacts and exchanges stand out?

A. Oddly enough, some of the most fruitful discussions were with fellow Canadians and Quebecers. We seemed to have the time and the relaxed atmosphere to discuss matters of mutual interest.

As far as Loyola itself is concerned, my own interest was in the reform of the university that would inject new life into the curriculum and an increased sense of responsibility for the continuing development of that living quality.

I was also interested in how we can carry on a worthwhile plan of international aid. I had a number of profitable discussions on these subjects. One was with a man from Kenya who was very interested in what we are already doing. However, he suggested that it might be even better for us to send men from Loyola to Africa where more Kenyans can take advantage and in the context of their lives, background and work. A number of ideas like this were tossed around that can be of real help to us in formulating such programs.

Q. What do you mean by international aid?

A. A university helping another university.

Q. With people or money?

A. Any way you can. The Australians were constantly defending themselves against charges that they didn't do their share for Asia. Canada, too, had difficulty proving that we are doing our share compared with other countries. In addition to Commonwealth delegates, representatives from the World Association of Universities were present along with a Soviet Vice-Chancellor and ten U.S. university presidents. If anyone made fancy statements about how much the Commonwealth was contributing, an American president would simply indicate what his own state was doing. This put things back in perspective very quickly.

Q. Was there any discussion of free education?

A. There might have been from the Soviet representative but the Czech affair was on and he didn't want to say anything.

Q. Were Quebec delegates questioned about the system here?

A. No. Most were not particularly aware of our problems. There were questions about separatism which has attracted even more international attention than Trudeau. Everybody wanted to know all about the fuss with General De Gaulle. Lucien Piché, of the University of Montreal, was eloquent on that subject.

(A subsequent issue will include Father Malone's comments on his visits among Loyola alumni and parents, the Jesuit colleges and universities of Asia.)

Develop The Alumni Viewpoint

by
Robert J. Betterton
Le Moyne College '52

The spectacle of student demonstrations across the nation's campuses brings into sharp focus the irony of administrative and teaching faculties engaged in struggles for which they are ill-prepared. College and universities have flourished through centuries of intellectual competition, dissent and argument. The campus has been the arena where ideas and ideals have been tested in the fire of reasoned debate. Logic and persuasion have been the time honored weapons in the struggle for men's minds. Suddenly, the intellectual has given way to the physical; logic and persuasion have given way to violence and obscenities.

The lines have too often been quickly drawn. In our modern fetish for simplification and generalization, disagreements over sometimes obscure issues have quickly become confrontations between students and "administration" - intellectuals and "know-nothings."

Sociologists and psychologists put forth many theories as to the causes for these confrontations. The public is dismayed at the seeming lack of logic that has students who, a few months before, competed strenuously for acceptance at an institution, attempting to close it down. We find it difficult to understand how a student can at the same time feel a strong need for an education and already possess the all-encompassing wisdom which allows him to specify in detail what is to be taught, who will teach it, who will be taught and what standards are to be applied.

And let us be realistic. In these confrontations, for the most part, the students have all the best of it.



They have the advantages of youth, physical and numerical superiority and no need of rationality. Government is by consent of the governed.

Thus far Le Moyne College has had no demonstrations. Hopefully it will not have to face one. But that is no reason for us to fail to consider the means for avoiding such a crisis.

Naturally the principal burden for assuring academic tranquility lies with the Administrative faculty of the College. If it is to succeed, it must remain in touch with the issues as never before. It must maintain a continuing dialogue with the students and with that third force - the teaching faculty. This third force, often with divided loyalties, can help maintain the balance between order and chaos.

In a recent issue of Alma Mater, Journal of the American Alumni Council, Dr. Logan Wilson, President of the American Council on Education, put forth an interesting thesis. In an article entitled "Alumni Voices Need to be Heard" he said:

I am suggesting that the most numerous constituents of any college or university - i.e. the alumni - marshal themselves to defend institutional integrity. Their stake in outcomes, I would maintain, is just as real as that of the daily inhabitants of the campus, and the alumni, too, are certainly entitled to be heard.

I am not advocating an indiscriminate upholding of the status quo, or an unswerving defense of established policies and practices. Reforms are undoubtedly overdue in many places, and ad-

justments need to be made in light of changed conditions, but I contend that our houses of intellect can be remodeled satisfactorily without tearing or burning them down.

He establishes the legitimacy of the right of the Alumni to be heard in specific terms by asserting:

The active alumni, by their own contributions to the expansion and improvement of institutions, bear testimony to the fact that colleges and universities are special purpose, heavily subsidized agencies supported principally by taxpayers and private benefactors for the general welfare rather than for the personal gratifications of those individuals who are the most immediate beneficiaries of outside support.

In the balance of his article he challenges the Alumni of the colleges and universities to express their views on the issues of Freedom and Order, Continuity and Change, and Power and Authority.

But where then does this leave us? Is not Dr. Wilson given to the same sort of generalization and oversimplification that is at the root of the controversy? Is there an "Alumni Position" on these basic issues? Is there consensus?

Within the past three months, I received a letter from an alumna, living in the midwest, which reads:

I would like to say, however, how disappointed I am with the Le Moyne Alumni organization. Was there never any mention made (or, better yet, any support given) to the Fathers Berrigan or the young Le Moyne grad who burned his draft card a while ago? When I mentioned this comment

two nights later at a meeting of one of the regional chapters, a group of three or four grads was quite vocal in its opinion that "they ought to put the three of them in the clink and throw away the key."

Two distinguished members of the Class of 1951 went into print on the subject of draft card burning. One wrote a very sympathetic article for the Syracuse papers, about David Miller's philosophy and convictions. The other contrasted his futility with Frank Dillon's sacrifice in Korea in a letter to the editor of The Dolphin.

I believe the Alumni has a right to be heard on the basic issues which face the college. I further believe that the Alumni in its collective wisdom, can make a significant contribution to the solution of some of these issues. They can speak as parents, as citizens and as former students. They can counsel those who will soon be their colleagues.

The problem is for us to develop the Alumni Viewpoint. Make no mistake, I have a personal position on these issues. It is my feelings, however, that I should reflect the Alumni Viewpoint and not my own.

Therefore, I urge you to take the time to state your feelings. Let me hear from all of you on the issues that face higher education today. Let me know what role you feel that the Le Moyne College Alumni Association should play in this developing drama.

This article was made possible through the kind cooperation of Mr. Betterton and Mr. Aber, the editor of the Le Moyne College Heights. We thank them and suggest comments should be sent to your Loyola Alumni Association.



Generation Gap?

...Always Was.

by
Raimond D. Senior, President
J. Walter Thompson
Company Limited

Everybody's talking about the generation gap today -- and what to do about it -- and of course we in Canada don't like to feel left out of things, so we have worked very hard and at top priority to develop a generation gap of our own. We succeeded.

I was talking to a young man the other day, and he was telling me the trouble with people in the establishment -- and I assume that means anyone over thirty, because you can't trust anyone over thirty. Anyway, he said, you people just don't understand us at all. And I thought to myself, the real problem is that I **do** understand you. I've been there. Will Rogers was supposed to have said, "When I left home at the age of 17, I thought my old man was about as dumb as they come. When I came back at the age of 21, I was astonished at how much the old guy had learned in the last four years".

Today's young people are spending so much time in schools, that their youth is being artificially prolonged. When I was growing up a man 23 years old was an adult, earning a living for his family. Today he is likely as not to be a 23-year old protestor, a graduate student someplace who has yet to see the first dime he has ever earned for himself. He lives off his family, off the government, off private grants, off the land; his contribution to the world is yet to be seen.

Newspapers and magazines and television are filled with talk about the Generation Gap and the lack of communication with youth.

I looked up the word "youth" in Webster's dictionary, and among other things, the definition says that it is "representative of a new tendency or movement." Which leads me to believe that **youth is dead**, because as far as I can see there is nothing really new in anything that our young folks are doing today, except that they all seem to be doing it at the same time everywhere and seem to be staying young a lot longer than necessary (and looking at 20,000 hours of TV before they get to college.)

One generation says things like "make the scene" and another generation says "23 skiddoo". One says "you're my baby" and the other says "I love my wife but, oh, you kid". Today we have "Hippies" who were called "Beatniks" before that, who were called "Zoot Suiters" before that, who were called "Flaming Youth" before that. Is there really any difference? Is there really anything that Webster's dictionary refers to as "representative of a new tendency"? It's the same thing all over again with hair on.

Let me quote some headlines of articles from Life, Look and other national publications in 1948:

"Most teenagers feel they've only got each other"

"Parents are seen but not heard"

"Why so many wild ones today?"

"The adult world is treading water"

And listen to this headline from 1948:

"There is a gap between the generations -- why?"

These are the headlines of twenty years ago.

Let's go back 40 years to 1928 -- to the "Lost Generation" -- that's what they called it then.

What do you suppose was wrong with our morals back then?

It makes you wonder

Has the world really changed?

A human being is still a human being whether he is a Hippie or a Mod or whatever's the fashionable thing to be today. He responds to the same human desires that human beings have responded to for years. He loves. And he hates. He's proud

of his accomplishment. He's ashamed of his weaknesses. He gets mad at someone who is trying to cheat him. He laughs at things that are funny. He likes to be paid attention to. He's curious. He has a native intelligence that has nothing to do with "book-larnin." He gets tired of hearing the same old things over and over again.

He's smarter than you think and less knowledgeable than you realize. He's the sexiest of all the animals. He's acquiring. He's resourceful. He's basically honest. He's vengeful. He has back problems. He likes babies. He reaches for the moon. He's lazy. He hates to get sick. He's arrogant. He's envious. He's humble. He's ambitious. He's unreasonable. He's thoughtful. He's generous. He's absurd.

One famous American philosopher, LeRoy (Satchel-foot) Paige laid down six rules for staying young. They seemed to work for him, so I'll pass them to you for what they are worth:

1. Avoid fried meats which anger up the blood.
2. If your stomach disputes you, lie down and pacify it with cool thoughts.
3. Keep the juices flowing by jangling around gently as you move.
4. Go very light on the vices, such as carrying on in Society.
The social ramble ain't restful.
5. Avoid running at all times.
6. Don't look back, somebody might be gaining on you.

I think that the Generation Gap is a real thing that we have to face up to. But I don't think that it is anything new and I refuse to let it panic me. Like old Satchel says, "If your stomach disputes you, lie down and pacify it with cool thoughts."

I'd like to quote another philosopher -- a lady by the name of Ann Landers, who has a syndicated column in a lot of newspapers. A housewife wrote in to Ann Landers with a problem. Here is what she said:

"Dear Ann, I was married ten years ago and my husband and I had a couple of children fast and then we had two more. Then my husband was made a foreman, which means that I have to get up at 4:30 every morning and get him breakfast and off to work. Then the baby wakes up and then the rest of the children want their breakfast. I get the two oldest off to school. And I take the baby and the little guy to the grocery store and try to stretch a twenty dollar bill for as many days as I can. Then I have to clean up the house and change the baby and make the beds and fix the toilet and get the children lunch. And in the afternoon, while the young ones are taking a nap, I wash the clothes and iron them.

And then my husband comes home, and the kids from school and they want supper. And by the time the dishes are all washed and dried and put away its 9:00 and I fall in bed exhausted -- and my husband expects me to be a great lover. Ann, is this what life is all about?"

And Ann Landers said quite simply, "If you're lucky."

No matter how much trouble they cause I think we're fortunate that generation gaps will always be here-- as long as there are young enthusiastic people on earth.

When you think about it, this world would be in a pretty sad state if there were no generation gaps. If our sons and daughters grew up thinking the same old thoughts we did, the world would be standing still for the first time in history. If there were no new ideas, no progress-- but instead the world simply started, for some strange reason, to repeat itself -- this would be really a terrifying thing to come to grips with.

So I say to you, thank God for this crazy, confusing, absurd and exciting generation gap we're all experiencing today. We're lucky to have it; it would be a pretty dull earth without it.

The Story Behind Basketball Success

by Ray Shank

Loyola athletic teams have garnered many championships over the years, but never a national championship in Basketball. One of these days, it could happen! Maybe as you are reading this article. This would be quite a coincidence. However, be assured that the excellence of the current day Basketball Warriors is no coincidence. It is all part of a carefully worked-out plan which was the brainchild of Ed Enos, initiated four years ago as an integral part of his expanded physical education and athletic program. Intramural sports were increased from eight to thirty-two. Concurrently, a five year intercollegiate plan was implemented to remain athletically commensurate with and representative of the school's vast academic growth in quality and quantity, and to maintain the proud athletic tradition Loyola has enjoyed since the turn of the century.

Competition on the intercollegiate scene had undergone rapid development, and the planners knew that they were facing an awesome task especially in Basketball. In the hoop sport the Maritime schools had gone on a heavy U.S. recruiting campaign with grants in aid as a lure. Eligibility rules and alumni loans and bursaries favored the OQAA and other Ontario schools. While out west the perennial champions, the University of British Columbia, was blessed with a strong high school basketball program which competed equally and often with the State of Washington high schools.

The first task was to find a man who was devoted in totality that wastoeat-sleep-and-breathebasketball. The man chosen was Doug Daigneault, born in Montreal and graduated from Clemson University where he was a great two-sport athlete participating in Football and Basketball.

The first phase of the master plan to feel the impact of Daigneault's drive was the gymnasium. He insisted on nothing but the best for his athletes in the way of facilities and basketball equipment and uniforms. He fought tooth-and-nail to have the



architects' plans of 400 seats altered. His critics scoffed that for a college basketball game you would need more than this. Doug must chuckle somewhat these days as his Basketball Warriors have played before quadruple this number and numerous more have been turned away.

Phase Two called for recruiting of the most outstanding and dedicated student athletes available. On his own Daigneault travelled some 15,000 miles through the Province of Quebec and Ontario and the eastern United States scouting basketball games and visiting high schools, talking to senior classes about Loyola and basketball to those in the interested group.

As an important part of Phase Two on the home front a plan was implemented to improve all area high school sports. The basketball segment included conducting intensified coaching clinics for high school basketball coaches and physical education instructors semi-annually, establishing a basketball coach's film and book library, a pre-season school for area high school basketballers sponsoring a high school All-Star game matching the best senior players in Eastern Canada against their peers in Eastern United States in the annual United States All-Stars vs. Canadian All-Stars, organizing a summer-long basketball league with private instruction and in co-operation with the Canadian Amateur Basketball Association Loyola is hosting a developmental summer training camp with a goal of putting a contending Canadian team into the 1972 Olympics.

The long, hard hours devoted to this hometown phase of the program appears to be working. One hundred points in local high school basketball, once a rarity, has been broken by six different teams this year.

"It's going to be quite a job but our ultimate aim is to someday through this program win national championships with as many Mont-realers as possible", commented Daigneault.

In the vital coaching part of the program Daigneault excels. He uses

the latest in scientific equipment available, including a stop action movie analysis of his games and practices. Attention to individual techniques, fundamentals, conditioning, and the fast break have made this year's edition of the Warriors the most exciting basketball team ever to wear the maroon-and-white.

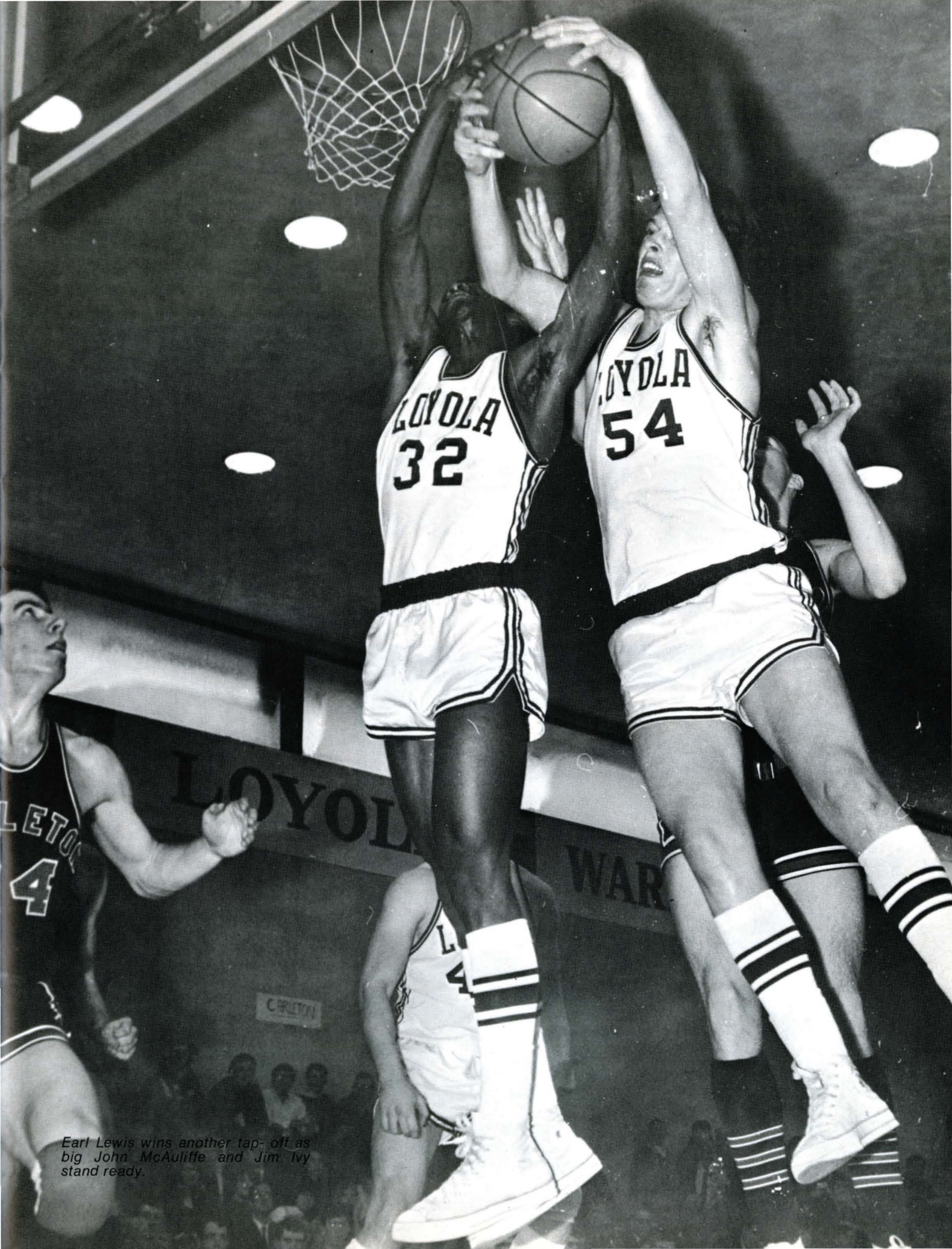
The first time you see the 1968-1969 Warriors in action you are impressed. Earl Lewis, a six-footer who can jump a clear foot up over the basket first catches your eye but he is not alone in the gifted department. Big John McAuliffe, who scores from the inside or outside, muscleman Jack Contos, the team's leader, quick-as-a-rabbit Peter Phipps, and reliable Tom Profenno. On the bench, there are two outstanding freshmen Harvey Kessler last year's most outstanding high school player in Montreal and Ron McAllister from Cornwall who's older brother also played basketball at Loyola. Both have shown steady improvement. Jim Ivy and Joe Zaganczyk are regarded as sixth men while hometown product, Pete Mullins a former Loyola High star, and Dave Burke, Ken Hoffman, and Jerry Walsh are valuable back-up men.

The record, like the team, is impressive; in fact, it is truly amazing. Daigneault's crew has won the City, Provincial, and League Championships, and have compiled the best won-lost league record in the country, being undefeated over two years, 26-0.

Loyola's second unit, the junior varsity club under the direction of Daigneault's capable assistant Alex Sidorenko, is also in the same class having won their league for the past two years.

Only a national championship has escaped the grasp of the current Warriors, and don't bet that it will elude them for very long.

Big John McAuliffe and Loyola jumping sensation Earl Lewis clearly out-rebound the Carleton University Ravens before a packed house in the Loyola Gymnasium.



Earl Lewis wins another tap-off as big John McAuliffe and Jim Ivy stand ready.

World College Hockey Championship

Ed Enos, Loyola of Montreal's Director of Physical Education and Athletics met for an hour with Russia's two top hockey authorities, Antoly Tarasov, Coach of the Russian National Team and Arkady Chernyshev, Director of all hockey in the Soviet Union recently in Montreal. The Russian National team was touring Canada.

The most important item on the agenda discussed during the meeting was the possibility of the Soviet Union sending a university team to compete in Loyola's Annual Hockey Tournament. If the Soviets do decide to enter the organizers are planning to bill the tournament as a World's College Hockey Championship with the N.C.A.A. Champs from the U.S. and the Canadian Intercollegiate Champions all competing on January 2, 3 and 4 of 1970 at the Montreal Forum.

Enos, who directs the tournament termed the Loyola-Soviet conference profitable and interesting. "Much can be accomplished through man-to-man talks such as these and

based on our talks I feel if these two men were free to act on their own we would have a university team from Russia signed as a participant tomorrow. However, as we all know everything they do has political implications."

Other topics on the agenda included an exchange of information on progressive hockey training and teaching methods, the use of circuit training for endurance, weight training as in-season and off-season forms of supplementary training, and use of stop action motion picture films as a teaching and scouting device.

At the conclusion of the meeting Enos as a gesture of good will offered the Soviets the use of Loyola athletic facilities and extended the opportunity to Tarasov to be a guest lecturer at Loyola's Annual Hockey Clinic when they return to Montreal to compete in the World Hockey Championships at the Montreal Forum in 1970.

The Soviets in turn invited Enos to Russia to view their training camp this summer.

Ed Enos, Loyola of Montreal's Director of Physical Education and Athletics poses with Russia's two top hockey authorities, on the left Antoly Tarasov coach of the Russian National Team and Arkady Chernyshev, director of all hockey in the Soviet Union following a one hour meeting with the Soviets concerning various aspects of college hockey.



Canadian Chamber of Commerce Viewpoint

The Canadian Chamber of Commerce, while deploring the recent violence at some Canadian universities, has called for increased business support of these institutions.

Lionel P. Kent, chairman of the Canadian Chamber's executive council, said that this is no time for the business community to withdraw in anger the assistance it has so generously extended to the universities.

"Rather, it should demonstrate its support by ever greater efforts and even further involvement," said Mr. Kent. "To do any less would be to jeopardize the continued existence of our free and independent academic institutions."

The executive council chairman said withdrawal of assistance would only aid and abet those minority groups whose actions might damage or even destroy our educational institutions.

"We must realize that it is not only our universities that are under attack, but the whole of our society," said Mr. Kent. "The universities are drawing the fire for the simple reason that they represent both in themselves and in our youth one of the great sources of our strength."

The Canadian Chamber spokesman expressed abhorrence of the violence and destruction which has erupted at some Canadian universities.

"One of the lessons to be derived from the whole tragic series of events is that the law of the land must be respected and enforced upon our campuses", he said, "Anarchy feeds upon weakness."

Mr. Kent said his officers feel it is vital that all responsible sections of society, and most important among these the majority of the university students who are really in search of an education, organize to protect our heritage of free inquiring institutes of higher learning.

"Surely the last group we should allow to dictate is the small minority dedicated to destroy," said Mr. Kent.

He said the business and professional community has been increasingly concerned about what has been happening in and to our universities.

"The officers of the Chamber have been actively seeking, both within and without the chamber, for the most appropriate means whereby the business and professional community could take action to further assist our great institutions of learning, particularly with respect to misunderstanding and discontent on the campus," he said.

On Understanding Violence

Marcel Nouvet,
LMSA President

The violence that occurred at Sir George Williams University cannot be condoned, but surely it is understandable, provided one accepts the idea that the destruction was not premeditated.

There are, in my mind, two kinds of violence. One is planned ahead of time and carried out in cold blood. This is the kind of action the United States and its allies are carrying out in Vietnam. The Russians are doing the same thing in Czechoslovakia and Yemen. This type of violence cannot be excused in any way.

And then there is the violence which is an instinctive reaction to an event. At the Democratic convention in Chicago last year, the police reacted violently to the taunting of the demonstrators. While their action cannot be described as good or right, it can be understood.

Despite his badge, a policeman is still a human being, and as such he reacts instinctively when faced with insults and flying objects. He strikes out, just as the Sir George Williams University students struck out when they saw themselves at the mercy of a continuously bungling administration and the police.

When the officers first intruded around the early morning hours that Tuesday, they were met with water hoses. Then there was the whole morning of tense waiting for the students in the computer room. The tension probably rose with the increasing number of rumors as to how far the Administration would go to get them out.

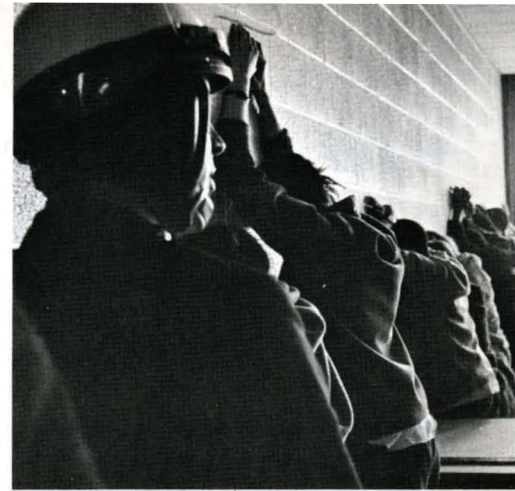
When the riot squad moved in, hell broke loose. Some students didn't know what to do, others tried to escape, while others in anger broke up the computers and lit the fires. In that atmosphere of panic nobody really knew what he or she was doing.

For this reason the destruction, while deplorable, must be understood.

What happened in Chicago and at Sir George Williams University should serve as a warning to society. Faced with stupidity and provocation, individuals sooner or later stop thinking and react instinctively—in most cases it means violence.

So before blindly denouncing future student demands, sit-ins, and strikes, society should make an effort to understand what they want and why they want it.

In this way there will be no violence.



Photos courtesy
GAZETTE



NEW GOVERNORS AT LOYOLA

The Honorable Mr. Justice Paul C. Casey, Q.C., Chairman of the Board of Governors, Loyola of Montreal, has announced the appointment of Mr. Charles A. Phelan, Mr. Myer F. Pollock and Mr. Raimond D. Senior as new members of the Board, replacing Mr. D. McNaughton, Mr. J.H. Coleman and Mr. Murray Ballantyne.

"The interest of these three men in Loyola of Montreal has been proven in many ways and we are honored that they have agreed to serve as members of our Board of Governors" said Judge Casey in announcing their appointments.



Mr. Charles A. Phelan

Mr. Phelan is a graduate of Loyola and the McGill Law Faculty, and is the immediate Past President of the Loyola Alumni Association. He has been practising law in Montreal since 1952 when he was admitted to the Province of Quebec Bar and is now a partner in the law firm Martineau, Walker, Allison, Beaulieu, Phelan and MacKell.



Mr. Raimond D. Senior

Mr. Raimond Senior is President of the J. Walter Thompson Company Limited for Canada having joined the New York office of the company in 1947. His M.A. from the John Hopkins University School of Advanced International Studies led to his transfer by J. Walter Thompson to their offices in Bombay, Amsterdam and Belgium before his Montreal appointment in 1966.



Mr. Myer F. Pollock

Mr. Myer Pollock, President of the Fleetwood Corporation, is a well known community leader who has contributed greatly to the growth of the Communication Arts Department at Loyola for several years. He is presently a member of the Board of Administration, Jewish General Hospital and has served on the Board of the YM*YWH, the Executive Council of the Canadian Chamber of Commerce and numerous other company organizations.



Saul Reisler, father of Errol Reisler, Science '66, heads up a special committee of Loyola parents in an appeal for continuing aid to the College. Part of a general appeal to parents for continuing assistance to Loyola's needs, Mr. Reisler's committee reports pledges of \$13,000.00 towards their anticipated 1969 objective of \$25,000.00. Many thanks indeed.

WHO'S IN CHARGE?

There rarely has been a time when the college campus has been in the focus of the news spotlight as much as it is now.

Recently Father Theodore Hesburg, C.S.C., the president of the University of Notre Dame, wrote to the University's faculty and student body. Father Hesburg said what he had to say about the nature of the university as a community and spoke about his mandate from it to keep open lines of communication, to maintain rationality, and to outlaw violations of others' rights and obstruction of regular university life.

Most of the major magazines reported in detail. Reactions, largely positive, were received from all corners of the United States and some points in Canada.

On January 8, 1969, Father Robert J. Henle, S.J., met members of the Georgetown University community and the press. He will assume his duties as 45th president of the University on June 16. Asked about student activism, Father Henle replied: "I welcome it. Ten years ago we were wondering why our students were so apathetic. Somebody 'got to' them. I think their strong reaction to social injustice is one of the great developments of our time."

Everyone - trustees, administrators, professors, lecturers, students, alumni, alumnae, staff members - all those attached to the academic community are wondering "WHO'S IN CHARGE".

The *Alumnus* presents this special report prepared by personnel of the Editorial Projects for Education, a non-profit organization associated with the American Alumni Council.

Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?

Who's in Charge—I

The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

“In the long history of higher education in America,” said one astute observer recently,



"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

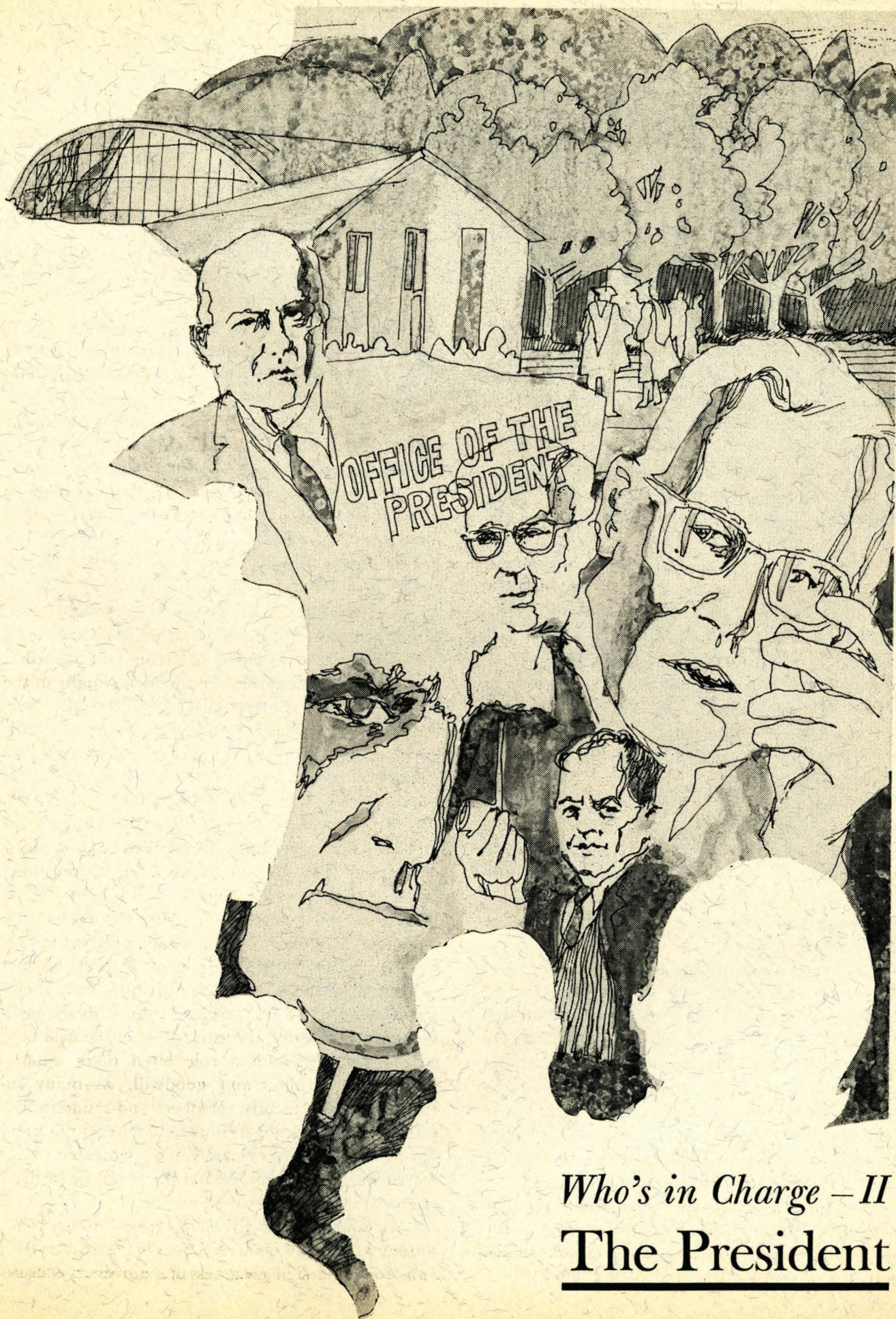
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II
The President

A college's heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . ."

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

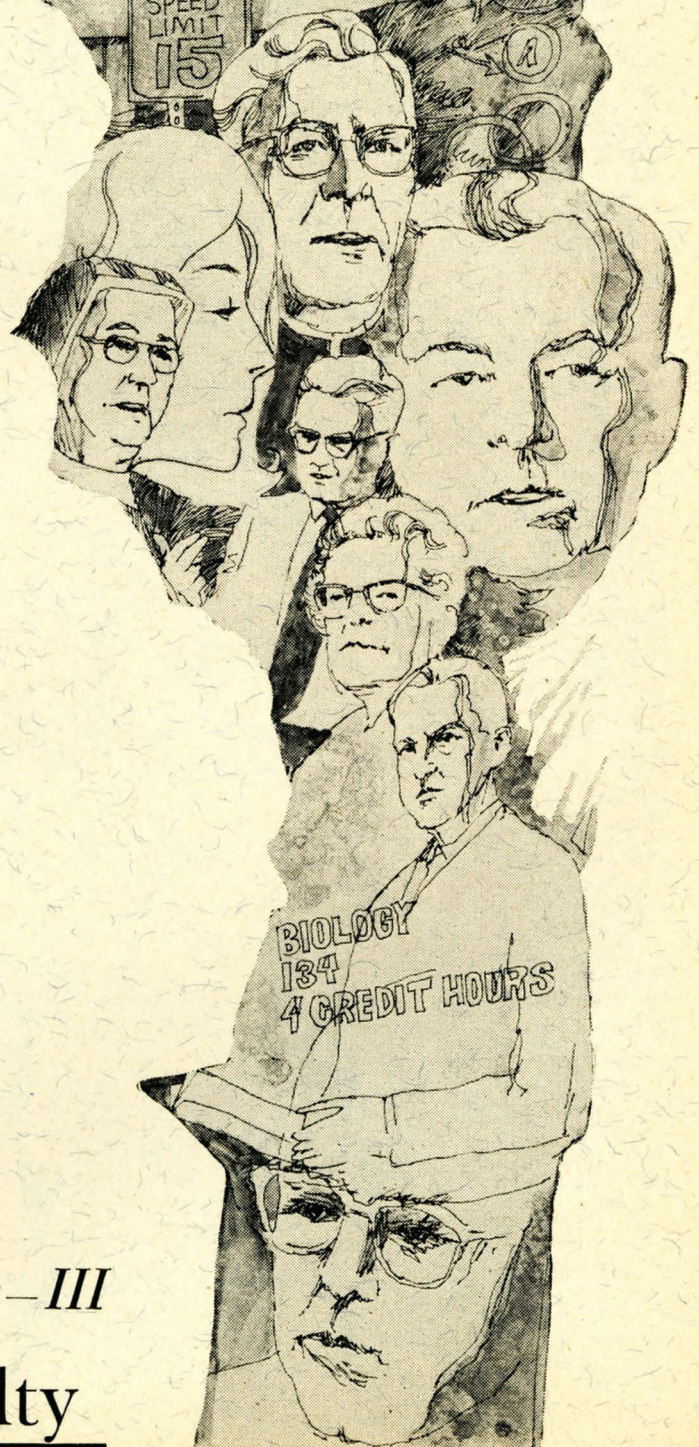
The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

Who's in Charge—III

The Faculty



Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohlfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of sds is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of sds at Columbia, Mark Rudd, in what was a fairly representative statement of the sds attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an sds member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The sds was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the sds phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’ ”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

- Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

- Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

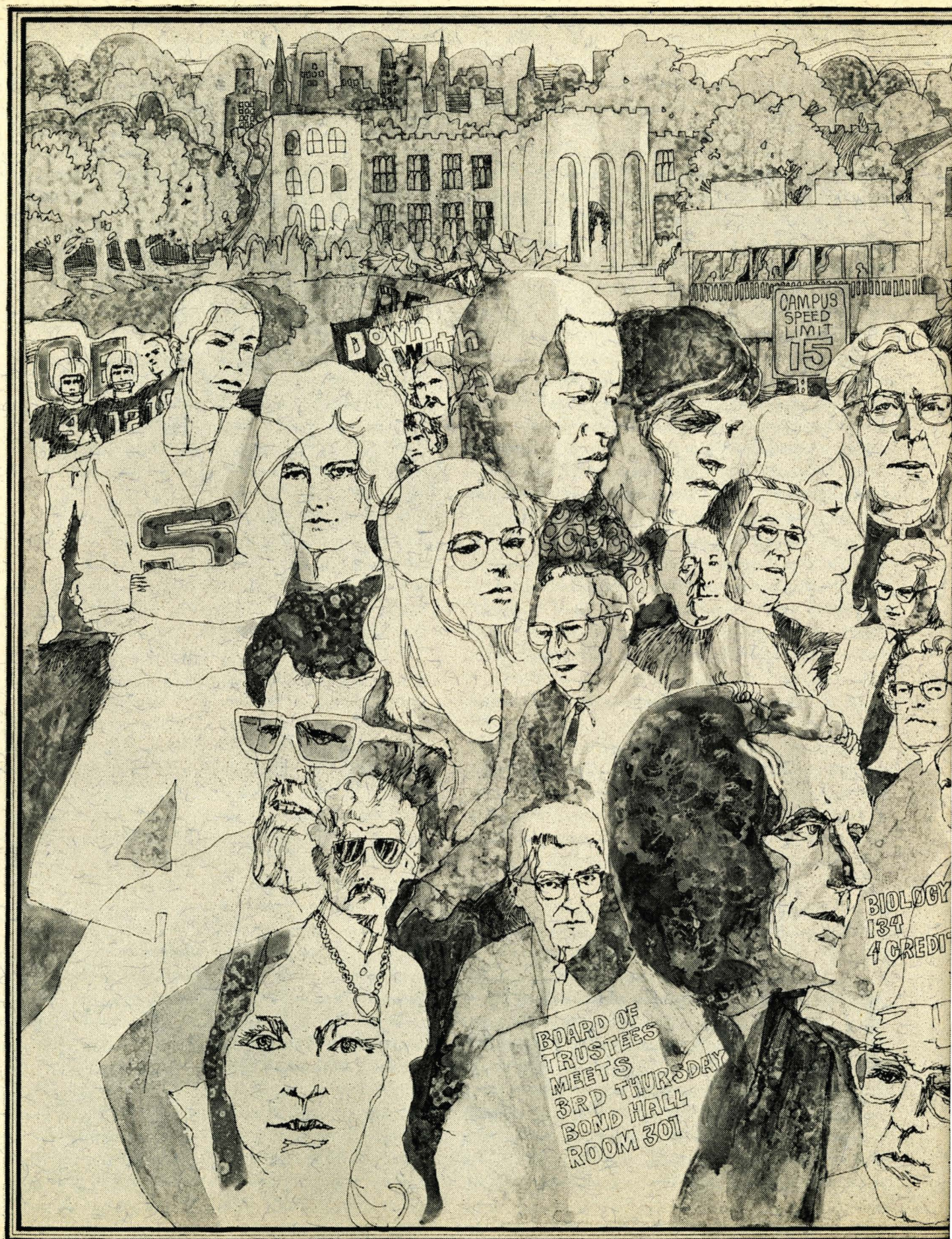
- Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

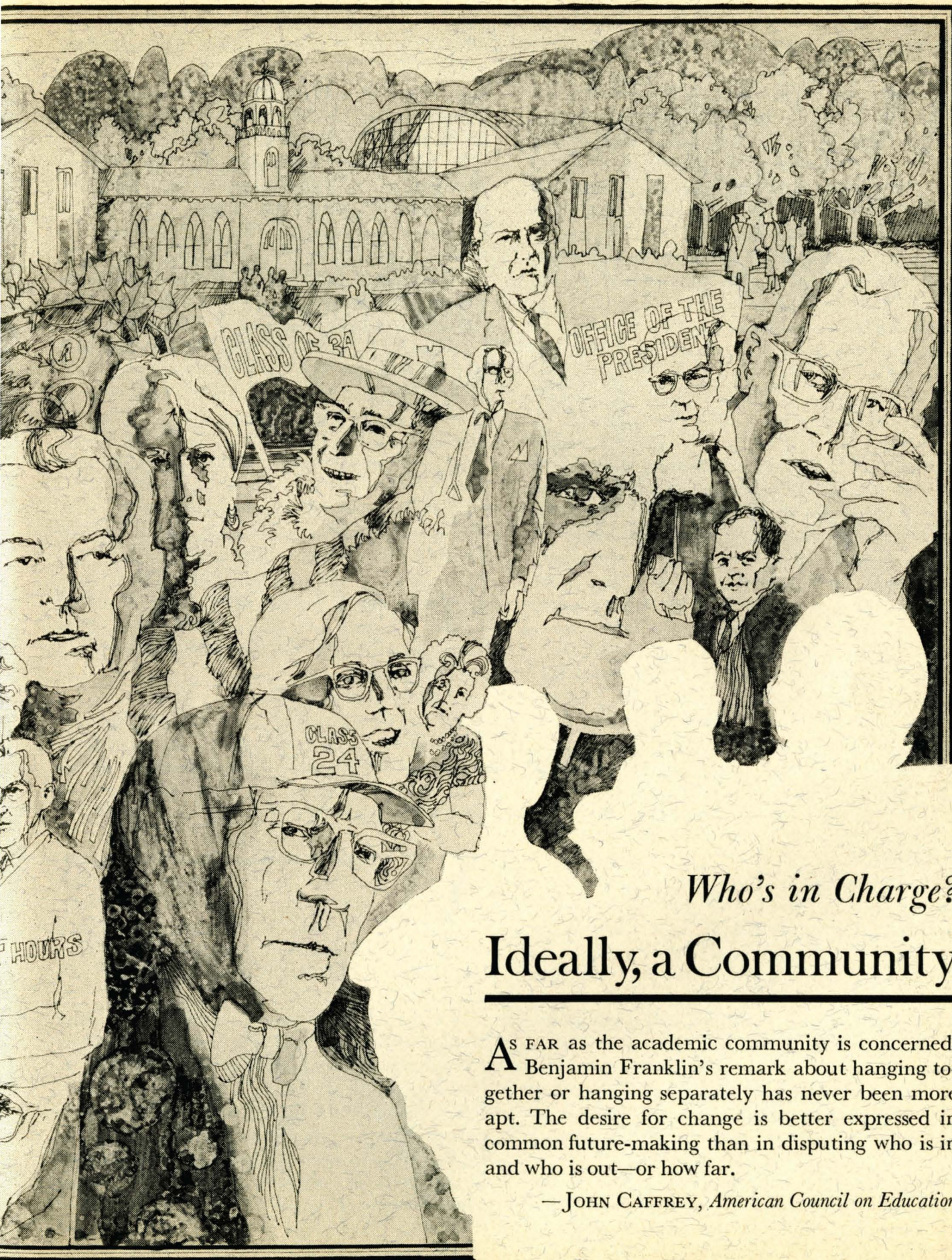
- The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."





Who's in Charge?

Ideally, a Community

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

“The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

“Decisions are being made in more places, and

more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V
The Public

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Summary of the Career Survey of Loyola Graduates from 1963 to 1967

The Career Survey was designed by the Loyola Manpower Centre personnel and the Department of Student Services primarily to ascertain the effectiveness of that office's services to Loyola Graduates. The Survey was sent to nine-hundred persons who were graduated from Loyola between 1963 and 1967. Of those nine hundred graduates, four hundred and twenty seven (427) returned a completed questionnaire. In addition to the primary purpose of the survey, additional information given by the graduates may prove both interesting and useful to other departments of the College. In the narrative below, the respondents are referred to as the graduates.

A majority (56%) of those responding to the Survey are presently residing on the Island of Montreal. This appears to be a relatively small number considering our enrollment ratio of Montreal vs out-of-Montreal students, yet the Survey also shows that one-third of these graduates are presently studying in professional or graduate schools, many out of the Province of Quebec. Eight (1½%) of the graduates reported themselves as being unemployed and not in school.

Forty-nine percent (49%) of the graduates were in the faculty of Arts, twenty-four percent (24%) in Commerce, twenty-two percent (22%) in Science and the remainder in Engineering. The majority of those who are employed entered the field of business (61%), followed by education (28%) with the remainder divided between the government, the military and the professions. No one in the sample reported entering the Church as a profession.

Of those graduates now engaged in post-graduate studies, thirty-one percent (31%) plan to enter education as an occupational field, thirty-eight percent (38%) plan to enter one of the professions, seventeen percent (17%) will enter the field of business while the few remaining will enter either government or Church Service.

Sixty-one percent (61%) of those graduates who are employed have studied elsewhere since graduating from Loyola and seventy-seven percent (77%) of those presently employed have plans for further formal study.

A substantial majority of those who obtained employment after graduation encountered very little difficulty in obtaining their first position of employment. It is significant to note, however, that only twenty-three percent (23%) of the graduates credit the Guidance of Placement Services with any assistance in helping them obtain their first employment.

Admittedly this question on the Survey was somewhat ambiguous and may not represent a true picture of the assistance which these two services may have rendered in helping the graduates make their employment or post graduate study plans. Of those who used the Placement Services to locate employment after graduation, seventy-eight percent (78%) credit the Placement Services with placing them in the career field of their choice.

Asked to evaluate their academic course of instruction as a preparation for their field of employment or advanced study, seventy-nine percent (79%) of the graduates felt that it was good preparation.

An amazing seventy-nine percent (79%) of the graduates who answered this Survey reported that they had participated in extra-curricular activities to one degree or another while an undergraduate. Fifty-three percent (53%) found that such participation has proven to be of value to them in the work they are now doing.

Several significant factors emerge from the Survey which should influence planning in a number of departments within Loyola.

1. Loyola Canada Manpower Office should note the fact that a relatively small number of graduates used their services while seeking employment during their year of graduation, though those who did use the service found it highly satisfactory in terms of placing them in the career field of their choice.

2. The career fields chosen by recent Loyola graduates may well have some significance for future consideration in curriculum revisions.

3. Another trend reported by the Survey is the large number of graduates who enter post graduate studies. This trend may have significance both for curriculum planning and the provision of more adequate advising for students who plan to enter post graduate work.

4. A majority of the graduates indicate that participation in extra-curricular activities proved to be of value to them in their field of employment. Efforts should be made to find out just what the graduates mean by their answer to this question. Both the student services department and student government might possibly improve the effectiveness of their role by a further analysis of this part of the Survey.

APPENDIX I

Tabulation of Career Survey Responses

1. What is the ratio of married to single graduates?

Single	288
Married	139
Total Responding	427
2. How many graduates presently live in

Montreal	244
Quebec	57
Canada	94
U.S.A.	23
Elsewhere	8
Blank	1
Total Responding -	427
3. How many graduates are presently

Students	143
- Arts	90
- Comm	7
- Eng	8
- Sc	38
Employed	276
- Arts	118
- Comm	95
- Eng	7
- Sc	56
Unemployed	8
- Arts	7
- Comm	1
Total Responding -	427
4. If you are employed at present, which category best described your field of employment?

Education	78
Business	168
Government	19
Military	4
Church	0
Professional	6
Blank	1
Total Responding -	276
5. Of those employed, how many

Intend	137
Do not intend	41
Are uncertain about	98
Total Responding -	276

staying in the same type of work as that which they presently hold?
6. How many encountered

Very little	218
A moderate amount of	47
A great deal of	11
Total Responding -	276

difficulty in obtaining their first position?
7. How many of those employed are doing work

Directly with relation to	120
Vaguely related to	97
Unrelated to	59
Total Responding -	276

that which they had in mind while at Loyola?

8. How many are

Very satisfied	152
Fairly satisfied	112
Dissatisfied	12
Total Responding -	276

9. How many of those employed studied elsewhere since leaving Loyola?

Have studied	169
Have not studied	100
Blank	7
Total Responding -	276

0. How many of those employed have plans for further study?

Have plans	212
Have not plans	43
Blank	21
Total Responding -	276

11. How many of those who are presently students plan further careers falling into one of the following areas?

Education	45
Business	24
Government	4
Military	0
Church	2
Professional	55
Blank	13
Total Responding -	143

12. Of those who are presently students, how many have held a permanent position?

Yes, permanent position	26
No, permanent position	106
Blank	11
Total Responding - 143	106

13. How many

Arts	32
Commerce	54
Engineering	2
Science	12
Total Responding -	427

students were assisted by the counseling & Placement Services in obtaining their first employment.

14. Is your present employment related to your first employment after graduation?

Yes	139
No	60
Blank	228
Total Responding -	427

15. How many were placed in the careers field which they wanted through the Placement Services in

Arts	15
Commerce	49
Engineering	3
Science	11
Total Responding -	427

The remaining 349 indicated that this question did not apply in their case.

16. For how many was the programme of study followed at Loyola a good preparation for what they are now doing/expect to do?

	Yes	No
Arts	161	38
Commerce	91	9
Engineering	13	1
Science	74	8
Total Responding -	427	

Remaining 32 left this question blank.

17. How many participated in any extracurricular activities while at Loyola?

	Yes	No
Arts	171	39
Commerce	82	18
Engineering	10	4
Science	67	20
Total Responding -	427	

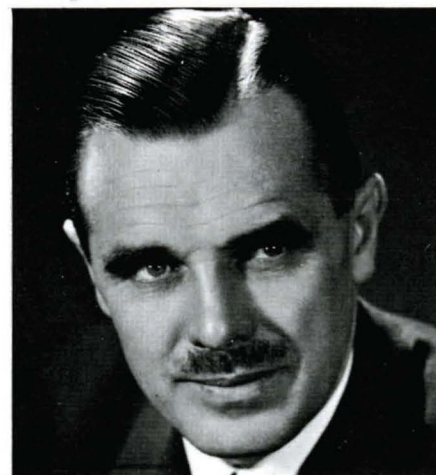
Remaining 16 left this question blank.

18. How many found participation in extra-curricular activities of value to them in the work they are now doing?

	Yes	No
Arts	117	46
Commerce	65	15
Engineering	6	4
Science	37	28
Total Responding -	427	

Remaining 109 left this question blank.

Loyola Medal



Arthur F. Mayne

Mr. Charles A. Phelan, '48, Past President of the Loyola Alumni Association, announced today that Arthur F. Mayne of Arthur F. Mayne and Associates Limited and formerly Executive Vice-President of the Royal Bank, has been selected as the recipient of the Loyola Medal.

The Loyola Medal was conceived as a tribute to outstanding leadership and achievement on the Canadian scene. The exacting criterion for the awarding of the Loyola Medal is that its recipient should be "A man or woman whose character, philosophy and contribution have enriched the heritage of Canada humanity."

This will be the fourth time that the award has been presented. The three former winners were the late Governor-General George Vanier, a graduate of Loyola, Paul-Emile Cardinal Léger, former Archbishop of Montreal, now serving in the Leper colonies of Africa, and His Worship Jean Drapeau, Mayor of Montreal.

The Loyola Medal will be conferred upon the recipient at a dinner on Thursday, May 8, 1969, in the Oval Room of the Ritz-Carlton Hotel. The President of the Alumni Association, Mr. J.J. Pepper, '49, will preside at the presentation.

HONOUR ROLL: 1968 ALUMNI FUND FOR LOYOLA

Chairman -

William H. Wilson, Jr.
(1953 Commerce)

1968 Contributions

\$44,009.26 Cash gifts
\$ 2,348.44 Endowment
Fund
\$46,357.70 Total

Leading Classes

% Participation

CLASS %

1942 50.0% A.E. Lapres
1949A 41.0% A. Wickham
1952A 37.9% O. Prince

1968 ARTS

Linda MacIntyre
Richard J. Newman
Michael D. Nugent
Luis A. Robayo

1968 SCIENCE

Anne Bailey
Terence Campbell

1968 COMMERCE

Kevin G. Cooney
Daniel Heffernan
Paul Hughes
Michael P. Kessler
Michael R. Minkoff
J. Patrick Reagan
Ivan C. Velan
Edward Zbierski

1967 ARTS

R. Neil Capper
Kevin Johnson
Richard W. MacDonald
Maria Pascale
Diane Wereschak

1967 SCIENCE

John F. Beck
Brian A. Boire
Dennis Brodie
Mary Osadca Chaikowsky
Alex Lieblich

1967 COMMERCE

Gerald S. Kishner

1966 ARTS

Edward A. Giardino, Jr.
Patrick M. Redmond
Paul E. Robson
Lawrence Segal
Kevin J. Young
Paul Bertram
Brian Curran
John J. Kilcullen, Jr.
Carl Liberatore
Errol Reisler

1963 ARTS

Steve Center
Richard G. Gervais
Peter A. Howlett

Brian J. Lonergan
Joseph O'Sullivan
Gilles Seguin

1963 SCIENCE

Wayne Fielding
Dr. Michael D. McCusker

1963 COMMERCE

Guy Desrosiers
James McD. Hayes
Robert Laight
Thomas Murphy
Maurice Parkin
Edward V. Verby

1966 COMMERCE

Norman Hawkins
Gary Ikeman
Derek Montpetit
George S. Oakes
Hans-Werner Schanz

1965 ARTS

Ronald Civitarese
J. Moyle Ferrigan
George Forcillo
Joseph F. Gallagher
Gerald C. Gummersell
Sean Harrington
Stephen G. Pond
James A. Sheehan

1965 SCIENCE

Jill Guadagni
André Laplante
Kevin O'Connell
Michael Pilon

1965 COMMERCE

José Brache
Brian C. Foley
Jean Leon Gagliardi
Marc Lefebvre
James Renahan
Louis A. Verdoni
José Vitienes

1964 ARTS

Ross N. Brady
J. Barry Dowling
Carl Drohan
Philip Gore
Alfred B. Joslin
Paul B. LeBlanc
William J. Leece
Allan Lutfy
Brian J. S. McEntee
David Rabin
J. Brian Tansey

1964 SCIENCE

Dr. W. R. Gasewicz
Patrick J. Kenniff
Lawrence McKinnon
Paul S. P. Meaney
Bryan H. Rawlings
Robert Sweeney

1964 COMMERCE

J. Wayne Audette
Raymond Decarie
Mark L. Dorfman
Joseph G. Jekkel
Edward M. Murphy

1962 ARTS

Dr. Howard A. Backman

Peter C. Casey
George DeBenedetti
Rev. Kenneth DesRoches
J. Paul Gagnon
F. Winfield Hackett
Donald H. McDougall
William J. Mandzia
John J. O'Connor

1962 SCIENCE

Roderick Hermitage

1962 COMMERCE

John Corish
Henry J. Dauderis
Norman J. Janelle
Michael N. Kaloutsky
Brian V. Potter
David P. Rannie
Anonymous

1961 ARTS

Hubert Bedard
Norman G. Cherbaka
Keith L. George
Ronald J. Hore
Bernard J. Murray
Michael H. Walker

1961 SCIENCE

Joseph Asch
David J. Bryden
Robert E. Enos
Richard Michaliszyn
Mark J. Murphy
Lawrence F. Sheehan, Jr.
Robert A. Simmons
James A. Sinclair

1961 COMMERCE

Robert P. Belanger
Ronald A. Chisholm
Jack M. Gadeyne
Michel Gouin
George Wai Chung Ng
Harry J. Renaud
André L. Volpe

1960 ARTS

Robert C. Beauregard

1960 SCIENCE

Ray Dechene
Ronald J. Hebert
Richard A. Krajewski
Roland E. Latour
Michael McCarrey
Melvin McDonough
M. D. E. MacIntyre
Dr. Robert A. Manion
George Meaney
Michael Millard
Dr. Victor J. Mimeault
Neil O'Gallagher
Edmund Skiejka
Ian E. Williams
Mark Zadarnowski

1960 COMMERCE

Joseph Boyko
J. P. Eugene Carlin
Mark C. Dagenais
Terrence Gain
F. John Ganley
Alexander Kardasz
Michel Labrosse
Jean La Traverse

Michel Latreille
A. Dwane Raymond

1959 ARTS

Michael T. Callan
C. James Galileo

1959 SCIENCE

Anthony B. Mizgala
John J. Qualters
Maurice St. Onge
Mike Shinnars
Anthony Turmaine

1959 COMMERCE

Eduardo Fernandez

1958 ARTS

Rev. David E. Gourlay
Dr. Paul Noble

1958 SCIENCE

Michael B. Kelly
W. John Lafave
Maurice Patenaude
William F. Pretsch

1958 COMMERCE

Thomas R. Lane
Kevin R. S. Larkin
Bruce Miller
James R. Quinlan
Benoit Roberge

1957 ARTS

Lawrence J. Boyle
Dr. John Little
John N. St. Onge
David W. Scott
Donald J. Weeren

1957 SCIENCE

J. David Belcourt
Roger H. Poitras
John H. Prendergast
Dr. Donald T. Whelan

1957 COMMERCE

Edward Foley
Eric Kost
Louis E. La Pierre
William Lawlor

1956 ARTS

Ronald E. Christie
Pierre Latraverse
Dr. Lawrence B. Mutt
Terrence O'Connor
Daniel J. Sullivan

1956 SCIENCE

Dr. Gerald Dionne
John A. Mahoney
Robert R. J. Sauvé

1956 COMMERCE

William J. Hackett
Peter J. Howison
Ernest H. Martijn

1955 ARTS

Peter J. Brown
(Rev.) M. Allan Stack

1955 SCIENCE

Antonin I. Burla
Owen W. McAleer
Max Reimbold

1955 COMMERCE

Peter P. Phelan
Donn K. Wilson

1954 ARTS

John D'Asti
Dr. John O. Decarie
W. Bruce George
James C. Pearson
Richard J. Riendeau

1954 SCIENCE

Dr. Karl W. Butzer
Rudolph Dudinsky
Dr. Allan B. Jardin
Stanley Matulis

1954 COMMERCE

Daniél D. Phelan

1953 ARTS

Ronald H. Boucher
François B. Clement
Jules O. Duchesneau
Gerald Dunnigan
Herbert T. English
Dr. T. Douglas Kinsella
Dr. John F. McMullan
Lorne E. O'Brien
A. G. M. Patton

1953 SCIENCE

John F. Gillies
Rogers A. Ludgate
John M. Sauchuk
Terrance Snyder

1953 COMMERCE

Donald I. Brown
Murray Couture
John R. Hannan
André A. LaLiberté
Jean-Louis Tassé
William H. Wilson, Jr.

1952 ARTS

Dr. Lorne E. Cassidy
Jean A. Desjardins
A. Gilbert Drolet
William O'M Forbes
John A. Lane
Rev. Murray McCrory
Rev. Michael J. McManus
Brendan F. Madigan
Lawrence A. Poitras
Owen Prince
James J. Smith, Jr.

1952 SCIENCE

James M. Donaldson
Dr. Michael J. Kraml
Denis J. Massé

1952 COMMERCE

Gerald K. Conlon
Robert E. Phelan
D. E. Suddaby

1951 ARTS

John Beauvais
Robert Bedard
Rev. Jean Louis Daunais
Jean D. Ethier
R. P. Leonard
Dr. Edmond D. Monaghan
David Q. Patterson

1951 SCIENCE

Alexander D. Laverty
Dr. Walter N. Leclerc, Jr.
Paul G. Levasseur
Lt. Col Anthony Sosnkowski

1950 ARTS

Keith English
Paul Gallagher
Jack Granatstein
Rev. John P. Hilton
Dr. Paul J. Iversen
William P. Kinlin
Rev. Denis Laberge
Roger Rouleau

1950 SCIENCE

Nicholas Cambria
John J. Dunn
Allen J. Hanley
Henry J. Hannon
Jacques Lavigne
Henry E. Moll
J. J. O'Shaughnessy
Hugh Peckham
E. H. Shea
Philip J. Smith

1949 ARTS

Claude Bonhomme
William J. Callaghan
Dr. Leon Copnick
Albert Deschamps
R. E. Fusey
Charles D. Gonthier
LeBaron LeBlanc, Jr.
Rev. John J. McConnell
Donald W. McNaughton
Roger Mailhot
Brian F. O'Neill
John J. Pepper
Dr. R. M. Hugh Power, Jr.
J. Kevin Reynolds
Dr. Albert J. Schutz
Arthur T. Wickham

1949 SCIENCE

George F. Aikins
Kenneth P. Collins
Leo Conway
Paul J. Delicaet
Robert H. Edward
Dr. Serge Gouruff
Dr. J. Edward Kehoe
Maurice F. Malone

1948 ARTS

Dr. J. Caron
Stephen Clerk
J. Lawrence Doherty
John R. Leslie
James P. McGee
Henry Magnan, Jr.
Frank J. O'Leary
Charles A. Phelan
J. N. Walsh

1948 SCIENCE

Rene L. Charette
Dr. Earl E. Le Sage
J. H. Reeder
Dr. John Vincelli

1947 ARTS

Patrick McAvoy
John C. McGee
Clifford S. Malone
Jacques V. Marchessault

1947 SCIENCE

Brian W. Danaher

William W. Kennedy
John T. Shaughnessy
John Stefaniszyn

1946

Ramsay Barakett
Charles J. Brown
Roger Carriere
Donald Donovan
Paul L. Pare
A. Patrick Wickham

1945

Edward Corrigan
Pierre Jacques Guay
Rev. Dominic McCormack
Rev. Allan J. McDonald
John M. McDougall, Q.C.
Rev. Robert O'Connell, c.s.c.

1944

Dr. Herbert Caplan
Guy Desjardins, Q.C.
Dr. M. Kovalik
Robert Langevin
Dr. C. Crawford Lindsay
R. J. Lindsay
Philip Lovell
Joseph M. McLaughlin

1943

Dr. Robert J. Brodrick
Alberto Cesares Ponce
B. J. Cleary
Gordon Kavanagh
Robert W. Lovell
Bernard H. McCallum
Edward H. McNicholl

1942

Hugh M. Allen
Harold J. Barlow
R. J. Boileau
H. L. Bourke
Hugh V. Braceland
William J. Brown
Lawrence P. Byrne
Dr. J. DiGaspari
John P. Doyle
Noble Drumm
J. Louis Ferguson
Arthur E. Lapres
G. Campbell McDonald
Thomas J. McKenna
James McLaughlin
F. McNally
Donald W. Paterson
Dr. Richard P. W. Ryan
William S. Weldon

1941

J. Norris Burke
Hon. Lucien Cardin
Thomas Cavanagh
Lt. Col. Patrick Desgroseilliers
Frederick D. McCaffrey
Dr. J. G. Mulcair
Myron A. Murphy
Anonymous

1940

Walter Fill
Eric L. Lange
Donald J. Newton
Paul A. Ouimet, Q.C.
Richard Paré
Rev. Georges Robitaille
J. P. Shaughnessy
Rev. Royden J. Thoms
Patrick M. O'Reilly

Dr. Gerald J. Sarwer-Foner
Magistrate L. A. Sherwood

1939

Brock F. Clarke, Q.C.
John McCormack
Dr. Jules A. P. Paré
J. Chester Sutton

1938

Stanley D. Clarke
Maurice F. Conway
Philip J. Dagnall
Thomas J. K. Gillis
George W. Joly
Joseph G. Kennelly
Leo Lauzon
J. Howard McKinley
William J. McNally
Gerald Melvin
J. Bernard Murphy
Frank Pytlik
Dr. Albert Royer,

1937

L. A. McKeown

1936

Robert J. Bateman
James F. Dodge
Paul J. Hinphy
Dr. Guy E. Joron
Rev. Edward F. Penny
Lucien G. Rolland
Dr. Maurice Saint Martin
John F. Swartz
J. Donald Tobin
Edward F. Wilson

1935

Raymond Altimas
Rev. Patrick J. Ambrose
Gerald K. Aubut
Jacques Catudal
Daniel J. Griffin
Paul E. Grothe
Rev. Myles J. Kelly
Rev. Walter F. Miller

1934

J. George Burman
George A. Harris
John J. Rowan

1933

C. J. Bucher
Neil A. Houston
Dr. John T. McIlhone
Warde Phelan
Charles Wayland

1932

Dr. Roger D. Hebert
Harry J. Hemens, Q.C.
Edward F. Lennon
André Marcil
George B. Murphy
Hon. J. B. O'Connor Q.C.
Joseph T. O'Connor
Thomas P. Phelan
Clarence G. Quinlan, Q.C.
P. Alfred Savard
Frank J. Shaughnessy, Jr.

1931

George N. Broderick, Q.C.
Dr. Eugene P. McManamy
W. J. McQuillan, Q.C.
Louis Philippe Mongeau
Andrew W. O'Brien
T.P. Slattery, Q.C. M.B.E.

1930

Merlin W. Donald
John C. Gill
Dr. T. Ivan Guilboard
Maurice Janin, M.B.E.
Darragh Phelan
F. Russell Sears

1929

Rev. Gerald Britt
John Hart
L. Philip McComber
Adhemar G. Munich, Jr., Q.C.
Patrick F. Nolan
J. Harold Quinn
E. M. Scully
Edmund J. Seeney
James C. Wilson

1928

W. A. Dolan
Dr. Arthur T. Donohue
Maurice J. Enright
W. Herbert Loucks
Judge Emmett J. McManamy
L. J. Phelan
Rev. John D. Purcel

1927

James J. McGovern
Luke J. P. Moore

1926

George Daly

1925

Paul C. Dawson
James J. McAsey
Rev. H. Phelan, S.J.
John J. Quinlan
Cuthbert Scott, Q.C.

1924

Hon Mr. Justice Paul
C. Casey
Rt. Rev. Msgr. E. J. Lapointe

1923

Dr. J. Paul Laplante

1922

Dr. Neil Feeney

1921

Dr. J. Rae Carson
Dudley D. Dineen
Judge Pascal Lachapelle
Clifford McA'Nulty
(in memoriam)
William McGee
(in memoriam)

1920 - 1898

Desmond A. Clarke '14
John M. Coughlin '16
E. William Desbarats '17
Michael A. Downes '08
Hon. L. M. Gouin, C.R., LL.D. '11
Hon. John D. Kearney '16
Dawson A. McDonald, Q.C. '14
Arthur T. Phelan '18
C. C. Phelan '19

OTHERS

Stephen I. Clayman
Louis E. Dettner
H. W. Phelan

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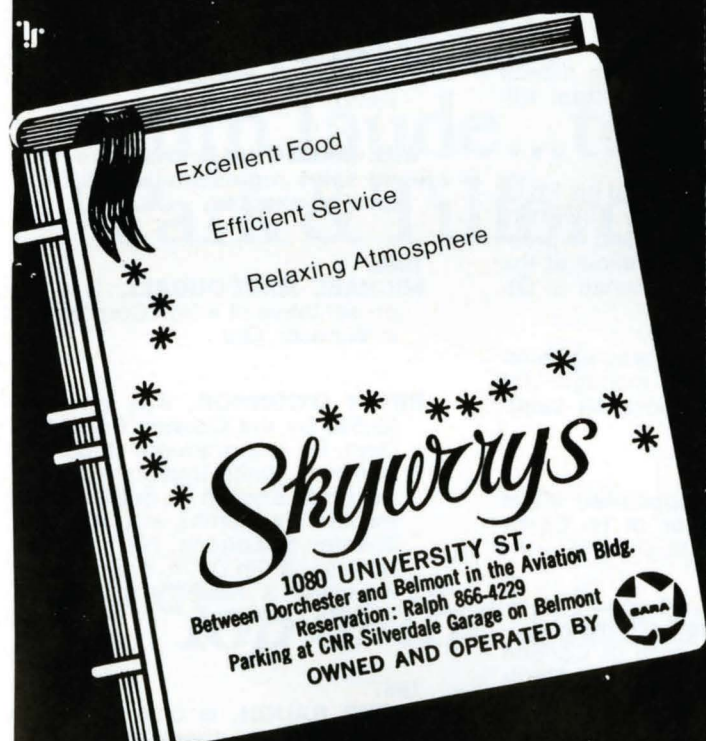
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G. Broderick Q.C.
Dr. R. J. Brodrick
J. S. Dorrance
C. H. Gribbin
H. J. Hemens, Q.C.
R. W. Hutchings
G. Joly
Hon. E.W. Kierans PC, MP.
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Alumnews

1925

J.A. KENNEDY, Ontario Municipal Board Chairman, will weld Sudbury population of 150,000 into a fabulous city of 2500 square miles. He was born there 66 years ago, became Municipal Affairs Minister and he is now one of the most knowledgeable of men on the financial problems of Ontario Municipalities.

1936

DR. GUY E. JORON, has been appointed physician-in-chief of St. Mary's Hospital, Montreal. He has been on their staff since 1950. Guy is also on the staff of the Montreal General Hospital as director of the diabetic clinic.

1938

JOE KENNELLY, was honored as "Man of the Year" by the Hamilton Newman Alumni Association. Joe has been chairman of the Christian Culture Forum for the past 12 years.

1948

J.L. DOHERTY, was elected a Vice-President of Marsh & McLennan Ltd.

1949

JOHN A. PARE, Vice-President of personnel for Steinberg's Ltd. Montreal was guest speaker at a dinner meeting of the Regina Personnel Association held at the Regina Inn. His topic was strategies for removing bottlenecks to company effectiveness.

1950

PAUL GALLAGHER, has taken on the duties of director-general for Dawson College, Quebec's first English Language C.E.G.E.P. or Junior College.

1951

ANTHONY SOSNKOWSKI, was promoted in August 1968 to the rank of Lt. Col. and is now Commanding Officer of the 4th Regiment, Royal Canadian Horse Artillery.

1952

LEONARD G. DELICAET, has been elected to the partnership of Woods, Gordon & Co., Management Consultants, and appointed Administrative Partner for British Columbia.

JAMES MILLAR DONALDSON, Two schools St. Edmund and St. Donat designed by Donaldson/Sankey have been selected for the Canadian Educational Showplace Exhibition in Toronto.

1953

GERALD DUNNIGAN, Labour Relation Manager for Northern Electric has transferred to National Defence for 11 months to study International Affairs, Economics, Trade and Political Science with extended travel to U.S., Latin America, Africa, Middle East, & Europe.

1954

Father **PIERRE MYRAND, C.P.**, named Religious Superior, Catholic Information Center in September, 1968.

KARL W. BUTZER, professor of Anthropology and Geography, has received the Association of America Geographer's Meritorious Contribution Award for his Environment and Archaeology. Mr. Butzer is a professor at the University of Chicago.

1956

PETER R. HOLLAND, has been promoted to the position of Vice-President of Marketing, Consumers Glass Company Limited. He has been with this Company since 1965.

1957

BRIAN O'N. GALLERY, elected President of the Westmount Branch of the National Union Party.

1961

BERNARD J. MURRAY, recently appointed manager for Bell Canada in Sherbrooke.

HARRY RENAUD, has been named comptroller of the Montreal Expos.

1962

JOHN P. DEVLIN, received his Ph.D. in chemistry from the University of Sheffield, England and is presently a postdoctoral fellow at the National Research Council at Ottawa.

JOHN GLATZMAYER, was appointed public relation manager for Robert Morse Corporation Limited.

1963

ELMER J. CAIN, appointed Plant Industrial Engineer at H. Corby Distillery, Belleville, Ontario.

PAUL L.S. WONG, awarded a Post-electoral Fellowship by the National Research Council of Canada to do research at Harvard Medical School.

ROLAND D. BEAUREGARD, is now with Canada Starch Company in Montreal as Product Marketing Manager.

1964

RAYMOND J. MAHONEY is attending Waterloo Lutheran hoping for a Masters in Social Work.

ALLAN POTTER, acquired a C.A. Degree in 1968, and in January 1969 joined the Brinco Group of Companies as Asst. Chief Accountant.

NEIL PARKER, is now associated with Xerox of Canada as representative for their expanding Systems & Reproduction Center in Montreal.

JAMES G. WHITTON, received a Master of Science degree in reading from Hofstra University, Long Island, N.Y. He is principal of St. Luke's School, Dollard des Ormeaux.

GARY Q. OUELLET, a lawyer in Quebec City has been elected President of the Quebec Young Conservatives.

GERALD RYAN, is now Assistant Head, Dept. of English, Nichel District Collegiate, Sudbury, Ontario.

1965

LOUIS VERDON, is a life Insurance Representative for London Life Insurance Co.

HERMAN ARBOUR, is enrolled in Faculty of Law at the University of Toronto.

MICHAEL D. MAHONEY, is a group insurance representative in Toronto.

W.G. MACDONALD, has been named sales representative of Western Solvents Ltd.

1966

MICHAEL MACDOUGALL, is a representative of Xerox Corporation in Windsor, Ont.

BRIAN O'CONNOR, was awarded \$2,500 by the Quebec Education Dept. He is a graduate student of Southern Illinois University, taught freshman English for one year and worked six months with the New Theater in London. He hopes to achieve a Ph.D. in drama after receiving a Master's degree in English Literature.

1967

LLOYD BAUGH, is completing his studies at Southern Illinois University and will obtain his M.A. in English in June, 1969, at which time he hopes to get a teaching position in Montreal.

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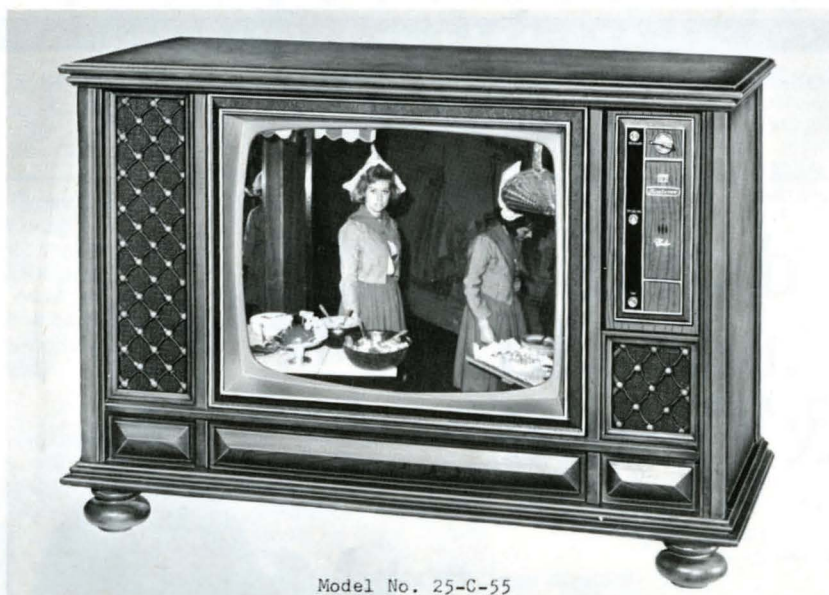


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BIRTHS

Elmer J. Cain '63 a boy on January 16, 1969; a brother for Tracy.

Leonard Delicaet '52 a daughter, Dendra Anne, on September 8, 1968, in Vancouver; a sister for Mary Kathleen.

Robert William Harrison '63 a boy on December 17, 1968, Matthew, a brother for Robert Jr..

Phil Howe '64 a son, David Joseph, on December 18, 1968.

Miles McElrone '52 a daughter, a sister to Cheryl and Ann Marie.

Brian Noble '62 a son, February 2, 1969.

Dr. Robert Polomeno '62 a daughter, Laura Mary, on November 10, 1968.

ENGAGEMENTS

Mary Jo Bucher '69 and **Louis B. Gascon** '66 to be wed on June 28, 1969.

Helene Deserres '66 and **Jean Hrab** '68 to marry at Mont Tremblant in early June.

J. Marc Ferland '66 and Brenda Claton plan to wed on June 28, 1969.

John Geottisheim '68 and **Elizabeth Larkin** '68 plan to marry on July 26, 1969.

John Gualtieri '67 and Doreen Palumbo to be married in July.

Bryan Rawlings '64 and Louise Bouthillier of St. Leonard. The wedding is scheduled for April 26, 1969.

Dr. J. Raymond Scotti '54 and Emma Silla, a May wedding is planned.

Nicholas P. Sikoski '68 and Louise Jolicoeur to be married on May 31, 1969.

WEDDINGS

Michael P. Mahaney '65 and Lorraine McGarth in February of 1968.

Michael Gordon Nurse '68 and Cheryl Maureen Harrison in St. Ignatius of Loyola Church.

Peter Quelch '66 and Janet Gaye Massis on January 8, 1969.

OBITUARIES

We extend our sincere sympathy to the following Alumni and families of Alumni on their bereavement:

Davis, to the family of Morris C. "Rusty" '24, who died on November 13, 1968. Mr. Davis was an arranger and conductor in radio and produced radio and television shows.

Wickham, to the family of Paul '21, who died on January 31, 1969.

CORRECTION

The winter issue of the Loyola Alumnus carried, without comment a text entitled "Statutes of the Board of Governors of Loyola College." Article 27 indicated that the same would come into force on November 30, 1968, the date originally intended for promulgation. In fact, the proposed Statutes did not come into effect upon the aforementioned date and they are presently under consideration by the Joint Conference Committee which consists of representatives of the Board of Governors, the Senate, the faculty, alumni, administration, and student body, where representations from various parts of the Loyola community are being heard and considered. The Alumnus regrets any erroneous impression which may have been conveyed to its readers in this regard.

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